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ABSTRACT

This annotated bibliography lists 66 references concerning the delivery of speech language pathology services in rural areas. It was developed as part of Project RESPOND (Recruiting and Educating Speech-Language Pathologists in Outstate Nebraska Districts). Items are listed alphabetically by author and are dated from 1975 through 1992. A brief non-evaluative annotation and key subject terms are included for each citation. (DB)

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ANNOTATED BIBLIOGRAPHY: SPEECH-LANGUAGE PATHOLOGY IN RURAL AREAS

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and Marilyn Scheffler, Project Director

for

Project RESPOND: Recruiting and Educating
Speech-Language Pathologists
in Outstate Nebraska Districts

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ACRES. (1988). Response to PL99-457, titles I and II: Issues concerning families residing in rural and remote areas of the United States. Rural Special Education Quarterly, 9 (1), 24-28.

The Rural Early Childhood Special Education Task Force, a part of ACRES, (American Council on Rural Special Education), presents specific issues related to implementation of Titles I and II of P.L. 99-457 that differ from those issues encountered in urban areas. Issues presented fall under the headings of legislative planning for service provision; representation on state interagency coordinating councils; parent involvement in the development of state plans; family service delivery models; transition planning; and the training, recruitment and retention of personnel.

Rural vs. Urban Service Delivery
Rural vs. Urban Personnel

Adler, S. (1990). Multicultural clients: Implications for the SLP. Language, Speech, and Hearing Services in Schools, 21, 135-139.

Questions and concerns are posed relevant to the testing, management, and consultancy role of public school SLPs to multicultural clients. Assessment issues related to test reliability, validity and test relevance are discussed. The question of whether or not to intervene with clients who use nonstandard utterances is debated. Finally, SLPs are urged to be consultants to teachers regarding the relationship among classroom and dialect usage, negative attitudes, inferior school performance, and impaired vocational achievement.

Multicultural
ESL Students

Anderson, J. D. (1986). Academic preparation and training of speech-language pathologists for positions in rural schools.

A proposed project at the Department of Communicative Disorders and Sciences at the University of Tulsa would recruit and train SLPs for service in rural settings. This report justifies the need for the project and reviews it's plans for recruitment, training and placement of students who are interested in serving in rural education systems.

Rural SLPs

Andrews, J. R., Andrews, M. A., & Shearer, W. M. (1989). Parents' attitudes toward family involvement in speech-language services. Language, Speech, and Hearing Services in Schools, 20, 391-399.

A survey was distributed to parents whose children are receiving speech-language services in the schools in order to assess parents' views, needs and characteristics. Respondents were found to fall into three categories: 51% wished family involvement, 28% wished to be more involved with their present program, and 28% were satisfied with their present arrangement. Profiles of the three groups are described.

Parent Training

ASHA. (1991). REACH: A model for service delivery and professional development within remote/rural regions of the United States and U. S. territories. ASHA, 33 (6), 5-14.

This tutorial defines the remote/rural population and gives data on the prevalence of communication disorders and the scarcity of professionals. They list the problems encountered when delivering services to this population and propose some solutions. The REACH model is presented as a way for ASHA to improve traditional service delivery, education and research in remote/rural areas. Recommendations of REACH include the compilation of more data on remote/rural populations; grant writing to pay for research, outreach and pilot-testing of programs; dissemination of information about remote/rural service delivery to preservice and professional SLPs; organization of continuing education coursework; formation of networks and funding resources lists; etc.

Rural Service Delivery
Rural SLPs

Barona, A., & Gonzalez, C. (1988). Problems in the study of second language learners. In H. S. Garcia, & R. C. Chavez (Ed.), Ethnolinguistic issues in education (pp. 5-17). Lubbock, Texas: Texas Tech University.

The authors discuss the problems related to studying second language learners such as the confusion over terminology related to the classification of bilingual persons and problems inherent when assessing their linguistic competency. Factors affecting the language learning of the second language learners are discussed.

Multicultural
ESL Students

Batey, J. M., & Horton, A. M. (1992). Homecare: The future is now. ASHA, (April), 45-47.

This article reviews speech-pathology service delivery in the home setting. The author presents statistical information concerning homecare speech-pathology services as well as the results of a survey looking at the way homecare staff teams utilized these services. Misconceptions are identified that have historically prevented speech-language services from being better integrated into homecare programs. The author argues for an increase in interest in homecare intervention citing demographic data that predicts a growing demand for speech-language pathology services in the home.

Homecare Intervention

Bickford, J., & Maron, S. (1988). Breaking the Traditional Model: A Preservice Preparation Program to Serve Rural Visually Handicapped Learners. American Council on Rural Special Education.

This paper describes a new teacher training model being used in Oregon to train teachers of the visually impaired for work in rural areas. The principles underlying the model and the objectives of the preservice training program are given. Descriptions of university course-work and student teaching experiences are presented.

Rural SPED Personnel
Visually Impaired

Boynton, M. R. (1985). Practical P. R. techniques for small schools. Bellingham, Washington: Fifth Annual National Rural Special Education Conference.

This is an address to the National Rural Special Education Conference in which the author lists the benefits of a small school district and encourages those who work in small districts to make use of these benefits to promote public relations between the district and parents, nonparents, and personnel. Suggestions of ways and places to disseminate positive information about a small district are given.

Rural Service Delivery

Brown, D. L. (1989). Demographic trends relevant to education in nonmetropolitan America. Rural education-A changing landscape (pp. 19-30). Washington, D.C.: U. S. Department of Education.

This paper describes demographic and socioeconomic conditions and changes in rural communities from the 1970s through the first part of the 1980s. These changes provide a rationale for targeting assistance to areas of greatest need and/or opportunity. The changes in the number and kinds of people living in various rural areas are discussed in terms of the implication they will have on the need and demand for educational services. Implications for educational policy making are reviewed.

Rural Culture
Rural Service Delivery

Bull, K. S., & Garrett, M. (1989). Dimensions of being "At-Risk": Children and youth in rural environments. Oklahoma State University.
This document contains a list of the literature related to "at-risk" children and adolescents. "At-risk" children are those with problems related to pre-existing conditions, abuse by others, or conditions that have developed during their growth. These problems adversely affect their development. Readings that relate to each of these categories of "at-risk" are given. Some general sources of information about child welfare practice in rural areas are listed.
Resources: At-Risk Children

Chezik, K. H., Pratt, J. E., Stewart, J. L., & Deal, V. R. (1989). Addressing service delivery in remote/rural areas. ASHA, (January), 52-55.
The article addresses how private or federal grant funds can be applied to research, outreach and pilot-testing of innovative programming in rural/remote areas. Examples of pilot projects funded by grants that have targeted prevention, outreach, and service delivery to communicatively disordered clients are given.
Rural Service Delivery

Cloud, N. (1988). ESL in special education . Washington, D.C.: ERIC/OERI.
This article addresses the specific needs of the limited-English-proficient (LEP) student in special education settings. Learner attributes considered important when designing a special education/English-as-a-second-language (SE-ESL) program are given. The author discusses the future challenges to SE-ESL programs, such as overreferrals of LEP students to special education, cross-over training of special educators and ESL educators, and the need for the development of diverse materials.
Disabled Students-General
ESL Students

Condon, M., Simmons, J., & Simmons, E. (1986). Rural school system recruitment and retention of speech-language pathologists. Rural Special Education Quarterly, 7(3), 14-16.
This article documents the difficulty rural school systems often have in recruiting and keeping special education personnel and speech pathologists. Strategies to enhance recruitment and retention of SLPs are given for administrators to consider.
Rural SLPs

Crowe, T. A. (1986). A cooperative project for increasing accountability in speech-language services in rural schools. Rural Special Education Quarterly, 7(3), 17-19.
This article reviews nontraditional strategies for graduate student recruitment, training and placement in an attempt to meet SLP shortages in rural schools and to upgrade existing services professionally. Graduate students were allowed to provide school SLP services simultaneously with their graduate training. This was facilitated through university departments and state educational agencies as well as adapted curriculum planning and media-based instruction.
Rural Service Delivery
Rural SLPs

DeYoung, A. J. (1991). References. In A. J. DeYoung (Ed.), Rural education: Issues and practices. Garland.
The editor provides a list of references for the following topics: Technology in rural schools; special students in rural locales; and equality of educational opportunity.
Resources: Technology in Rural Schools
Resources: Special Students in Rural Locales
Resources: Equality of Educational Opportunity

Dopheide, B., Ellis, L., & Duncan, R. (1986). An accelerated education program for speech-language clinicians for serving rural and remote schools. Rural Special Education Quarterly, 7(3), 10-13.
This article describes and evaluates a three-year accelerated graduate-level program designed to improve the supply and continuity of persons providing language, speech, and hearing services to children in rural schools. The program was sponsored jointly by a university, a state department of education, and the federal government. The program provided satisfactory preprofessional academic work and practica to the majority of participants, but did not achieve it's original goal of graduate degrees for all participating. The project validated the concept of frequent, supportive supervision and consultation, but certain administrative problem areas would need to be addressed if the program were to be repeated.
Rural SLPs

Dublinske, S. (1986). The need for qualified speech-language pathologists in rural/remote areas. Rural Special Education Quarterly, 7(3), 3-5.
Administrators in rural/remote areas often ask if the speech-language pathologist must have a master's degree to provide services. This article includes discussions of the types of services provided by SLPs and the differences in professional education between the master's degree and the bachelor's degree. Alternatives are presented for providing SLP services to rural/remote areas that do not require on-site qualified SLPs.
Rural Service Delivery
Rural SLPs

Duran, E. (1991). Functional language instruction for linguistically different students with moderate to severe disabilities. Journal of Reading Improvement, 25(4), 265-268.
This article explains how functional language instruction can be made useful for persons with moderate to severe disabilities who are also culturally and linguistically different. Target language and lexicon items can be discovered through use of an ecological inventory. Teaching these language forms can be accomplished with naturally occurring materials, people and settings. Suggestions are given on how to include the Spanish-speaking student in functional language instruction.
ESL Students
Severe Disabilities

Ellicott, B. A. (1988). Increasing performance levels of eight- to thirteen-year old speech therapy students by utilizing parents and teachers in the generalization stage of therapy . Florida: Nova University.
A practicum addressed the problem of speech students who did not generalize skills acquired during therapy into their everyday environments. This lack of generalization resulted in an increased caseload for therapists because of re-referrals of students who had been previously dismissed from therapy. The practicum sought to train teachers and parents in use of speech therapy techniques and monitoring of improvement. Analysis of the data showed that parents and teachers increased their understanding of the speech therapy process and perceived improvement in the children.
Collaborative Consultation
Parent Training

Ellis, J. R., & Matthews, G. J. (1982). Professional role performance difficulties of first year itinerant specialists. Illinois: Northern Illinois University.
Professional role performance difficulties experienced by first year itinerant specialists in the field of special education were studied. These specialists included speech and language therapists as well as teachers who specialized in children with physical disabilities, hearing impairments or visual impairments. Seven different professional roles were identified: planner, director and helper of learning, counselor, mediator and interpreter of the culture, link with the community, member of the teaching profession, and member of the school community. Data was obtained concerning difficulties associated with these roles as well as difficulties unique to the teaching assignments. Recommendations for preservice programs are included.
SPED Personnel-Professional Roles

ERIC/OSEP. (1989). Assessing the language difficulties of Hispanic bilingual students. Alexandria, VA: ERIC Clearinghouse.
This abstract reviews the problems encountered when assessing the language difficulties of Hispanic bilingual students. The effects of language dominance, language loss and cultural differences on test scores are discussed. The problems inherent in translating traditional standardized instruments are reviewed and promising research exploring alternative types of assessment, such as pragmatic assessment, are offered. Issues related to language assessments with bilingual children are also reviewed.
ESL Students
Hispanic Americans

Flower, R. M. (1984). Speech-language pathology and audiology services in different settings. Delivery of speech-language pathology and audiology services (pp. 47-50). Baltimore: MD, Williams.
This chapter reviews the service delivery models currently in place for school-based speech, language and hearing services. The following models are defined and presented in terms of their strengths and weaknesses: Diagnostic-Educational Teams; Diagnostic Centers; Full-time Special Classes; Transition or Integration Classes; Resource Rooms; Supportive Services to Regular Ed. Placement; Hospital and Homebound; Parent-Infant Instruction and Residential Program Placement.
Service Delivery-SLP General
Parent Training

Flynn, M. N. (1983). Project WISP/Outreach: Parent program manual. Laramie, WY: Wyoming University.
This manual sets forth guidelines on developing a parent involvement component as part of an early intervention effort for disabled children. Suggestions for establishing parent orientation sessions and parent buddy systems are given. Forms to help identify family needs and formulate goals and objectives are included. Activities to promote parent involvement, such as home visits conducted by other parents, parent support groups, parent volunteers in the classroom, parent newsletters and advocacy training are given.
Parent Training

Fradd, S. H., & Wilen, D. K. (1991). Using interpreters and translators to meet the needs of handicapped language minority students and their families. Reston, VA: ERIC Clearinghouse.
This article establishes the need for bilingual interpreter services for providing assessments in the health services and in education. The authors point out that interpreter and translator services may possibly produce limited benefits for the students they are intended to serve if certain preparations are not made before the interpretation session. They present three activities designed to assist interpreters and translators in overcoming problems related to professional jargon, culturally-specific terminology, misunderstandings, etc. The use of prepared, rather than instantaneous, translations is recommended. The authors discuss the problems with using available tests with non-English speaking students and recommend the use of informal tests in the target language.
ESL Students

Frassinelli, L., Superior, K., & Meyers, J. (1983). A consultation model for speech and language intervention. ASHA, 25 (11), 25-30.
As an alternative to direct speech therapy, this article offers a model for collaborative consultation between the SLP and the teacher in order to provide direct service to more children more effectively. The principles of collaborative consultation are reviewed and the practical concerns unique to it are discussed.
Service Delivery-SLP General
Collaborative Consultation

Galloway, H. F., & Blue, C. M. (1975). Paraprofessional personnel in articulation therapy. Language, Speech, and Hearing Services in Schools, 6, 125-130.
This project describes a three-year project in which paraprofessionals were trained to administer programmed materials to first- through fifth-grade students who had articulatory errors. The program precluded the need for the paraprofessionals to prepare lesson plans or engage in any major decision making. The efficacy of the program was evaluated after three years. Although the program was found to be effective, other variables may have contributed to the subjects' improvement.
Paraprofessional Training

Gay, H. K. (1988). Mainstreaming the Hearing Impaired in a Rural Public School Setting. American Council on Rural Special Education.
This document is an overview of a presentation which was in the form of a case study of a profoundly deaf student in a rural school district. Her academic and social programming from nursery school to grade six was followed. The presentation was primarily presented using a videotape and a slide show, yet the author includes some important components of a successful program for mainstreaming hearing impaired student in her written overview.
Rural Service Delivery
Hearing Impaired

Gerken, K. C. (1981). Serving Minority Children in Rural Settings: A Personal Perspective. American Psychological Association Convention.
The author relates her experiences as a school psychologist in a rural setting in Illinois. She experienced some resistance from teachers and administrators when attempting to provide quality services to minority children. Included is a rank-ordered list of problems encountered by school psychologists in rural settings.
Rural Service Delivery
Rural SPED Personnel

Haim, Y. P. (1987). Innovative educational activities for disabled and gifted students . Reston, VA: Foundation for Exceptional Children.
This document contains descriptions of several Mini-grant award-winning educational activities designed to benefit disabled or gifted students from preschool through secondary levels. All were programs designed to teach parents how to carry out their child's speech and language goals in the home.
Parent Training

Hedge, R. E., & Johnson, W. L. (1988). Training Parents of Developmentally Delayed Children in Rural Areas. American Council on Rural Special Education.
The authors review the literature on parent-training to present the benefits of training rural parents of developmentally delayed children to carry out their child's program at home. The principles that underlie their own "parent-as-trainer" intervention program, the Infant and Early Childhood Intervention Program of Kansas (IECIP), are reviewed. Dimensions along which their program differs from other home-based, parent-directed programs are discussed. Finally, the authors form a position statement in which they argue for parent-directed, home-based education for children who are 0 to 6 years old in contrast to early childhood education programs.
Rural Service Delivery
Developmental Disabilities
Parent Training

Helge, D. Models for Serving Rural Children with Low-Incidence Handicapping Conditions. Murray State University.

Traditional models designed to provide a continuum of services to disabled students are inadequate for rural schools attempting to serve students with low-incidence disabilities. Because of the diversity in rural schools and communities, there is no "one" rural service delivery model. This article delineates factors that must be considered and variables that must be controlled by the rural service delivery model planner. Samples of successful statewide and local district models are described. Each model was designed after consideration of district and community characteristics.

Rural Service Delivery
Disabled Students-General
Visually Impaired
Hearing Impaired
Developmental Disabilities

Helge, D. (1984). The state of the art of rural special education. Exceptional Children, 50, 294-305.

Differences between rural and urban service delivery systems are discussed in terms of their strengths and weaknesses. Comparisons of rural and urban school systems on personnel turnover, transportation, community structure, difficulties in serving specific disabilities, communication style, causes of funding and policy inequities, teacher qualifications and personnel recruitment and retention problems are given. Concerning rural special education, statistical information on the percentage of changes in the availability of services both before and after implementation of P.L. 94-142 is provided as well as a ranking of the major problems in serving rural handicapped students. In addition, statistical information on the special education and support personnel positions needed but nonexistent, unfilled or not funded is depicted. Concerns about the operation of special education collaboratives and policy recommendations for special education service delivery are given at the end of the article.

Rural vs. Urban Service Delivery
Rural vs. Urban SPED Personnel

King, D. F., & Goodman, K. S. (1990). Whole language: Cherishing learners and their language. Language, Speech, and Hearing Services in Schools, 21, 221-227.

This article describes whole language as it is applied to children with cultural and linguistic differences and provides guidelines that enable the SLP to assume a role of active involvement. The authors argue that whole language provides a context for involvement in bilingual education or ESL programs and is uniquely suited for conducting communicatively based assessments and interventions, and for fostering an attitude of acceptance and advocacy.

ESL Students

Landurand, P. M., & Cloud, N. (1991). How disability can affect language acquisition. Reston, VA: The Council for Exceptional Children.

This article looks at how disability can influence the second language acquisition processes. Students with speech and language difficulties in their first language will exhibit similar difficulties in their second language. The authors discuss the climate most favorable to acquisition, the types of language proficiency acquired by second language learners over time, and how literacy is affected by second language learning.

Disabled Students-General
ESL Students

Leung, E. K. (1986). Commonalities and diversities among Asian Americans for considerations in special education and related services. Richmond, KY: Eastern Kentucky University.
This paper is about Asian Americans and their culture. The author delineates some of the commonalities and diversities of this minority group as compared to other majority and minority groups. World views, values, beliefs, lifestyles and customs are discussed. Attitudes towards exceptional children are reviewed at the end.
Asian Americans

Leung, E. K. (1989). Cultural and Acculturational Commonalities and Diversities Among Asian Americans: Identification and Programming Considerations. In A. A. Ortiz, & B. A. Ramirez (Ed.), Schools and the culturally diverse exceptional student: Promising practices and future directions (pp. 86-95). Reston, VA: The Council for Exceptional Children.
The author sets forth a practical frame of reference for understanding and appreciating the similarities and differences among Asian Americans. These characteristics are related to improved special education identification, programming, and family involvement.
Asian Americans

Mallard, A. R., & Westbrook, J. B. (1988). Variables affecting stuttering therapy in school settings. Language, Speech, and Hearing Services in Schools, 19, 362-370.
This paper reports on a 2-year project that attempted to document variables that affect stuttering therapy in school settings that follow the traditional, itinerant service delivery model. Two therapy programs and two school districts serving distinctly different populations of students, (one predominantly Mexican-American, one predominantly Anglo), were used. Therapy results, scheduling difficulties, and cultural considerations in conducting stuttering therapy with inner-city Mexican American children are presented.
Multicultural
ESL Students
Hispanic Americans

Marrs, L. W. (1984). A bandwagon without music: Preparing rural special educators. Exceptional Children, 50 (4), 334-342.
The author argues that the shortage of rural special education personnel is due in part to the urban university's failure to prepare special education graduates to adjust to the demands of remote, isolated, or culturally distinct rural areas. He maintains that personnel specifically trained to work with rural handicapped populations will have greater personal and professional success and presents guidelines for those who design special education preservice curricula.
Rural SPED Personnel

Masterson, J., Swirbul, T., & Noble, D. (1990). Computer-generated information packets for parents. Language, Speech, and Hearing Services in Schools, 21, 114-115.
Procedures for using word-processing or data base software to generate information packets for parents are described. The packets highlight the nature of the child's speech-language disorder and provide home activities. Packets can be quickly and easily tailored to meet the needs of individual clients and their families.
Parent Training
Technology

McCrary, M. B. (1992). Urban multicultural trauma patients. ASHA, (April), 37-42.
The author presents a model of intervention to be used with bilingual/multicultural trauma patients. She reviews special issues related to serving multicultural patients and provides suggestions for assessment and treatment interventions. Many of her suggestions are based upon her personal experience with patients who are bilingual or from different cultural backgrounds.
Urban SLPs
Multicultural
ESL Students

Morrow, R. D., & McBride, H. J. (1988). Considerations for Educators Working with Southeast Asian Children and Their Families. American Council on Rural Special Education.
In an effort to help educators better understand the behavior of southeast Asians as a function of culture, the authors describe the cultural differences within four southeast Asian cultural groups: the Vietnamese, the Cambodian, the H'mong and the Laotian. Southeast Asian cultural practices involving child-rearing and family relationships are contrasted with those of American cultural practices. The impact of these immigrants on the U.S. educational system is briefly discussed.
Asian Americans

Musselwhite, C. R. (1983). Pluralistic assessment in speech-language pathology: Use of dual norms in the placement process. Language, Speech, and Hearing Services in the Schools, 14, 29-37.
Several studies are reviewed which suggest the existence of biased tests and/or norms in the field of speech-language pathology. The author considered the use of the TACL with low socioeconomic status children. Six of the eight age groups tested had raw score means that fell more than one standard deviation below the means of the middle socioeconomic status groups (from the published test norms). The author suggests using a strategy of pluralistic assessment when making placement decisions regarding groups that differ racially and/or culturally from the normative population for a test.
Multicultural
ESL Students

NICHCY. (1983). Educating handicapped students in rural America.
This article describes several types of remote/rural situations found in the United States and reports on the problems with recruiting special education personnel for rural school districts. Problems often found in rural special education settings are identified, and suggestions for universities involved in preservice training are given so that graduates are better prepared for working in rural areas. State and regional efforts to recruit and retain rural special education personnel as well as the impact technology is having on the training and support of rural professionals is explained. Suggestions of successful educational practices and philosophies in a variety of rural settings are given for parents or other community members who are interested in solving the problems in rural special education.
Rural Service Delivery
Rural SPED Personnel
Technology

Ortiz, A. A., & Polyzoi, E. (1989). Language Assessment of Hispanic Learning Disabled and Speech and Language Handicapped Students: Research in Progress. In A. A. Ortiz, & B. A. Ramirez (Ed.), Schools and the culturally diverse exceptional student: Promising practices and future directions (pp. 32-44). Reston, Virginia: The Council for Exceptional Children.
This chapter examines assessment procedures for limited-English-proficient (LEP) handicapped students. The discussion includes a report on a longitudinal study to identify techniques that effectively distinguish between LEP students who are handicapped and those exhibiting characteristics of second language acquisition. The complexities of assessing the language skill of LEP students are reviewed as are research issues related to the diagnosis of speech and language handicaps in bilingual children.
ESL Students
Disabled Students-General
Hispanic Americans

Posey, V. K., & Hollenback, K. (1990). Serving language minority and multi-cultural special populations in rural areas. Journal for Vocational Special Needs Education, 12 (2), 23-27.

This article discusses the provision of vocational education services to students who are language-minority or multicultural. Concerning academic and vocational assessment, the authors present evidence related to the issues of test cultural or language bias and inappropriate norming procedures. The influence of the family and the vocational teacher are discussed. The problems rural school districts encounter in establishing a guidance and counseling program are listed and a model program is offered as a source of possible solutions. Finally, promising instructional methods and instructional support practices are offered for vocational educators.

Rural Service Delivery
Multicultural
ESL Students

Powell, M., Filter, M. D., & Williams, B. (1989). A longitudinal study of the prevalence of voice disorders in children from a rural school division. Journal of Communication Disorders, 22, 375-382.

In a mass screening of children ages 6-10 in a rural school division, 203 children were identified as showing a voice deviation. Follow-up one year later showed that 39.9% still showed a voice disorder. Four years later, 38% of the fifty children still available from the sample still showed a voice disorder. Virtually none of these children were referred to the otolaryngologist for an ENT evaluation or to the SLP for voice rehabilitation. Results indicate that, for many of these children, the voice disorder did not "clear up" through maturation alone.

Rural Service Delivery

Reese, E. R. (1983). The future is with us: Servicing the hearing impaired child and his family in rural areas. Portland, Oregon: Alexander Graham Bell Association Conference.

This document describes a home-based program that trains parents in rural areas of Utah to communicate effectively with their hearing-impaired child.

Parent Training
Hearing Impaired

Rogers, D. L., & Whiting, L. R. (1976). Aspects of Planning for Public Services in Rural Areas. Iowa State University.

This is essentially a copy of the "Foreword" and "Preface" sections of a collection of conference proceedings on public service delivery. In these sections, the editors seek to establish that public service delivery in rural areas in often fragmented and uncoordinated.

Rural Service Delivery

Ruiz, N. T. (1991). Effective instruction for language minority children with mild disabilities. Reston, VA: ERIC Clearinghouse.

This article describes the principles of the Optimal Learning Environment (OLE) Curriculum, a model curriculum for children from language minority groups. This curriculum was developed to suggest ways of teaching language arts to bilingual students. Taking the child's sociocultural background and learning handicaps into account and their effect on oral and written language as well as second language acquisition, special educators and SLP's can incorporate knowledge about developmental processes for literacy acquisition. Whole language approaches are recommended for language arts and ESL lessons.

Multicultural
ESL Students
Disabled Students-General

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Sarachan-Deily, A. B. (1992). Beyond one-room schoolhouses. ASHA, (April), 34-42.
The first part of this paper explores the diversity in rural communities and the common barriers to and problems in service delivery to remote/rural areas. The next section discusses alternative speech-language pathology service delivery models for underserved people living in rural areas. The author emphasizes service delivery models that use technology to overcome remote/rural barriers.
Rural Service Delivery
Rural Culture
Technology

Sarachan-Deily, R. (1986). Preparation of teachers to work with communicatively handicapped students in rural schools. Rural Special Education Quarterly, 7 (3), 6-9.
The article documents the shortage of qualified SLPs in rural settings. This article presents the results of a three-year collaborative project between a college and fifteen rural school districts designed to 1) assist rural school administrators in designing staff development programs to meet the needs of disabled students and 2) establish a preservice teacher education program to help graduates work successfully with students with disabilities in rural school districts.
Rural SLPs

Schafer, D. S. (1984). Child success through parent training: Final report, 1980-1983. Denton, Texas: Texas Women's University.
This report describes the model and evaluation results of a project serving birth to 3-year old developmentally delayed children through a parent-training approach. A transdisciplinary approach featured center and home visits to train parents in all activities of assessment, planning and intervention activities. Program successes included reaching children early, communicating with the medical community, and demonstrating significant child gains across a broad spectrum of developmental areas.
Parent Training

Schloff, R. L., & Martinez, S. (1982). Culturally/linguistically different children: Report writing guidelines for speech-language pathologists. Phoenix, Arizona: CEC Conference on Exceptional Bilingual Children.
This document gives suggestions for writing up speech-language and/or audiology assessments of children from culturally and linguistically diverse backgrounds. Examples of correct and incorrect phrasing of descriptions of performance, objectives, and impressions are given.
Multicultural
ESL Students

Shinn-Strieker, T. K. (1984). Trained communication assistants in the public schools. Language, Speech and Hearing Services in Schools, 15, 70-75.
This article discusses trained communication assistants in direct speech therapy services to normal and handicapped students. ASHA's definition of appropriate paraprofessional training programs, selection, criteria, and role expectations are described. Efficacy studies are presented to validate empirically the use of trained communication assistants in the assessment of speech, language, and hearing disorders and in the delivery of direct speech therapy. Four model preservice training programs leading to state certification as a teacher assistant with an associate's degree, specializing in deaf education and/or speech therapy, are described.
Paraprofessional Training

Stewart, J. L. (1992). Native American populations. ASHA, (April), 40-42.
This article explains the role of the Indian Health Service (IHS), a federal agency responsible to providing health care to Native Americans. Information concerning the location of IHS sites, eligibility requirements and the variety of service delivery models found at IHS sites is given. Statistics on health problems affecting Native Americans are given, with the high prevalence of otitis media acknowledged as being of interest to speech-language pathologists. The author describes three model programs that match their service delivery system to the unique needs of their clients.
Native Americans

Stick, S. L., & Sanger, D. D. (1990). Attitudes of speech-language pathologists, administrators, and graduate students toward certification and shortages. Rocky Mountain Journal of Communication Disorders, Fall, 25-33.
A survey questionnaire sent to SLPs, public school administrators, and graduate students examined perceptions toward type of school certification and the personnel shortage in Nebraska. Questions addressed certification, amount of paperwork, availability of office time, utilization of recruitment techniques, wages and benefits, and personnel supply in other areas of special education. There was general but not unanimous agreement that the master's degree was the appropriate level of education for public school SLPs. There were striking differences of opinion regarding job requirements and personnel preparation,
Rural SLPs
Rural Service Delivery

Superior, K., & Lelchook, A. (1986). Family participation in school-based programs. Seminars in Speech and Language, 7 (4), 395-405.
The authors present a rationale for parent involvement in communication management programs and offer prototypes of practical home-language facilitation principles. A specific model of consultation with techniques for establishing a cohesive, collaborative relationshipbetween the parents and the SLP is presented.
Parent training

Syfert, G. A. (1992). Residential audiology delivery systems. ASHA, (April), 43-45.
The author addresses the problems of audiology service delivery to the increasing populations of the elderly and the disabled who are home-bound or in residential facilities. She presents a service delivery model that has proved successful in her own audiology practice and gives suggestions for establishing a similar program. A discussion of the costs of such a program in light of the returns it provides is given.
Homecare Intervention

Vasa, S. F. (1982). Resource consultant as service provider to behaviorally impaired students in rural areas. Lincoln, Nebraska: University of Nebraska.
This is a position paper delineating the strengths and weaknesses of the resource consultant in serving mildly behaviorally impaired students in rural areas. Three models of consultation are described and the advantages of each for the classroom teacher are noted. Ways to increase the use of the resource consultant model focus on administrative policies and support, adequate personnel training, and evaluation of the model's use and effectiveness.
Rural Service Delivery
Disabled Students-General
Behavior Disordered

Veir, C. (1988). Capitalizing on technological advances to serve rural special education populations. Rural Special Education Quarterly, 9 (4), 7-15.
A variety of technologies are available for use by special education students and professional staff located in rural areas. The author describes devices that will convert text into either auditory or tactile stimuli for the visually impaired; bar code "readers"; augmentative communication aids for nonspeaking persons and voice recognition systems for persons with physical impairments unable to operate a computer manually. In addition, she describes audio-conferencing and audio-teleconferencing for instruction and computer networks for electronic mail or library research. Benefits and weaknesses of telecommunications are discussed as well as the relevance it holds for teachers and for administrators.
Rural Service Delivery
Disabled Students-General
Technology

Walker, P. (1989). Family supports in Montana: Region III: Special training for exceptional people (STEP). Syracuse, NY: Syracuse University.
This report reviews some of the services provided by Special Training for Exceptional People, (STEP), a private, nonprofit agency serving children with developmental disabilities aged 0-22 years. These children and their families live in a section of Montana which encompasses the Crow Indian Reservation. STEP provides family training and support, respite care, contracted services (OT, PT, Speech), architectural modifications, adaptive equipment and foster care. Case profiles are presented that demonstrate utilization of the various services, including the cases of three Crow Indian children. Issues in providing family support on an Indian reservation are discussed.
Rural Service Delivery
Developmental Disabilities
Native Americans
Parent Training

Wiener, D., & Erickson, M. (1988). Delivery of Work Experience and On-The-Job Training Services to Special Education Students in Small Communities in Northeast Iowa. American Council on Rural Special Education.
This report describes the Keystone Area Education Agency, an intermediate agency that provides support personnel (SLPs, OTs, PTs, Social Workers, Work Experience Coordinators, etc.) to special education programs operated by local districts. The authors focus in particular on Work Experience Coordinators who provide vocational assessment and job placement for disabled students. The vocational assessment process and the phases of the work experience are described
Rural Service Delivery
Disabled Students-General

Wood, F. H., & Lininger, R. (1981). Programming for emotionally disturbed students in rural public schools. Minneapolis: University of Minnesota.
This report reviews the following programming options for ED and BD students in rural public schools: self-contained classrooms, resource rooms, consultant teachers, management assistants, and regular teachers in the mainstream. The authors explore the special problems that rural areas have in providing services to this population and discuss related issues such as eligibility and labeling, funding, centralization of programs, balance of direct and indirect services, generic vs. categorical service delivery and day programs vs. residential programs. Service delivery options for rural schools are compared and evaluated in terms of strengths and weaknesses.
Rural Service Delivery
Behavior Disordered

Yates, J. T. (1986). Developing audiology in the public schools: Service delivery development for rural populations .
This document describes a cooperative program designed to establish an educational audiology component in the existing SLP program at the University of Hawaii in order to prepare them to serve persons with hearing impairments. Following data that demonstrates the need for the program, the three phases of the program itself are presented. Phase I involved the university's provision of coursework and practicum experience. Phase II involved the development of a model service center for diagnostic and evaluative services. Phase III involved provision of services to the schools.
Rural SPED Personnel
Rural Service Delivery
Hearing Impaired

Young, R. J. (1984). Public opinion study in the Palouse and Garfield school districts about school related issues and concerns. Washington State University.
A survey concerning opinions on school-related issues was administered to residents of the Palouse and Garfield school districts in Washington state. This survey was given to a proportional sample between districts as well as between a proportional sample of rural and city residents within each district. Opinions related to evaluation of school districts and school boards, improvement priorities, and sources of information about schools are presented statistically. Respondents are grouped by gender, rural or city residence, and length of residence.
Rural vs. Urban Service Delivery